

**U.S. Department of Education**  
**2015 National Blue Ribbon Schools Program**

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[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [ ] Title I [ ] Charter [ ] Magnet [ ] Choice

Name of Principal Mr. Casey James Godfrey

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Lincoln Elementary School

(As it should appear in the official records)

School Mailing Address 511 Park Avenue

(If address is P.O. Box, also include street address.)

City River Forest State IL Zip Code+4 (9 digits total) 60305-1712

County Cook County State School Code Number\* 06-016-0900-02-2001

Telephone 708-366-7340 Fax 708-771-3956

Web site/URL

http://www.district90.org/les/index.cfm E-mail godfreyc@district90.org

Twitter Handle \_\_\_\_\_ Facebook Page https://www.facebook.com/RiverForestD90 Google+ \_\_\_\_\_

YouTube/URL \_\_\_\_\_ Blog \_\_\_\_\_ Other Social Media Link \_\_\_\_\_

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\* Dr. Edward Condon

(Specify: Ms., Miss, Mrs., Dr., Mr.,

E-mail: condone@district90.org

Other)

District Name River Forest School District 90 Tel. 708-771-8282

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board

President/Chairperson Mr Patrick Meyer

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

*\*Non-public Schools: If the information requested is not applicable, write N/A in the space.*

## **PART I – ELIGIBILITY CERTIFICATION**

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**Include this page in the school’s application as page 2.**

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

**DISTRICT** (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 2 Elementary schools (includes K-8)  
1 Middle/Junior high schools  
0 High schools  
0 K-12 schools
- 3 TOTAL

**SCHOOL** (To be completed by all schools)

2. Category that best describes the area where the school is located:
- ☐ Urban or large central city  
☐ Suburban with characteristics typical of an urban area  
☒ Suburban  
☐ Small city or town in a rural area  
☐ Rural
3. 12 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	30	27	57
1	34	37	71
2	41	36	77
3	42	38	80
4	52	46	98
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	199	184	383

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 5 % Asian
  - 7 % Black or African American
  - 7 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 75 % White
  - 6 % Two or more races
  - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 4%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	6
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	8
(3) Total of all transferred students [sum of rows (1) and (2)]	14
(4) Total number of students in the school as of October 1	398
(5) Total transferred students in row (3) divided by total students in row (4)	0.035
(6) Amount in row (5) multiplied by 100	4

7. English Language Learners (ELL) in the school: 4 %  
27 Total number ELL  
 Number of non-English languages represented: 12  
 Specify non-English languages: Amharic, Arabic, French, German, Hindi, Japanese, Korean, Pilipino, Polish, Russian, Spanish, Swedish
8. Students eligible for free/reduced-priced meals: 5 %  
 Total number students who qualify: 20

#### Information for Public Schools Only - Data Provided by the State

The state has reported that 24 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 17 %  
64 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>3</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>9</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>7</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>13</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>2</u> Developmentally Delayed

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers	18
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	16
Paraprofessionals	9
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	4

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 19:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

<b>Required Information</b>	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	97%	97%	97%	97%	95%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

<b>Post-Secondary Status</b>	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes ☐ No ☒

If yes, select the year in which your school received the award.

15. Please summarize your school mission in 25 words or less: The mission of Lincoln Elementary School is to provide excellence in education through an unwavering commitment to the whole child.

## PART III – SUMMARY

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From the moment a child steps into Lincoln Elementary School in River Forest, Illinois, s/he becomes a member of a special community . . . the Lincoln Family. From kindergarten to fourth grade every Lincoln student receives the special kind of treatment common to family environments, but rarely expected in a public school setting. As a member of the Lincoln family, students receive excellent academic instruction designed to meet their individual needs. Each child is nurtured academically, socially, and emotionally by a caring, dedicated staff of teachers and specialists. By knowing each child personally and individually, the adults in the Lincoln family are able to deliver the district's mission, “. . . to provide excellence in education through an unwavering commitment to the whole child.”

River Forest is a small two-square mile historic suburb six miles directly west of downtown Chicago. In 1859 the finest brick, two-story schoolhouse for miles around was built in River Forest and still stands today. The first teacher in this school was Frances Willard, the famous educator and women's rights activist. Since its beginning, River Forest and Lincoln Elementary School have perpetuated a tradition of excellence in public education.

Lincoln Elementary School has demonstrated that commitment to excellence with its superb academic programming for all students. Lincoln teachers employ a wide array of instructional strategies to reach the diverse needs of its student population. In addition, a staff of highly qualified specialists assist the students with instruction designed to meet their individual needs. Core curriculum is delivered through research-based best practices using instructional blocks that enable teachers to flexibly group students based on interest, ability, and learning style to meet their potential.

In addition to academic programming, Lincoln students are prepared to thrive in the 21st century through the use of technology. Classroom sets of laptops and iPads are utilized to enhance student learning and enable children to delve into topics in core curriculum areas in more depth. In addition, STEM classes in grades K to 4 offer children the opportunity to explore science, technology, engineering, and math subjects at an early age. Through the use of technology, instruction reaches beyond the four walls of the classroom to the broader world. Consequently, students gain immediate access to information that enhances their understanding of all subject areas. Every teacher and staff member is equipped with laptop computers, iPads, Apple TV, bluetooth, plus all classrooms are outfitted with SMART boards. Teacher-led professional development has assisted faculty to integrate technology into their instructional methods. Through technology, teachers are able to virtually collaborate across the district and beyond.

Lincoln's commitment to educating the whole child is enhanced by the instruction they receive in music and art. At Lincoln, music and art are integral parts of a student's school day and have long lasting education benefits. All Lincoln students receive general music instruction as well as instrumental music instruction in harmonica and recorder before choosing an orchestra and band instrument. In addition, any student that chooses to play in the band or orchestra receives a private or small group lesson during the school day once a week. In art, students explore world cultures and a wide variety of art forms through weekly art instruction that is tied to core curriculum areas. Involvement in the arts is associated with gains in math, reading, cognitive ability, critical thinking, and verbal skill. At Lincoln it is believed that arts learning can also improve motivation, concentration, confidence, and teamwork.

Creating healthy, responsible, and conscientious citizens is valued alongside high academic standards at Lincoln Elementary. Lincoln's "Caring Kids Pledge" is recited daily and represents the character and behavior expectations for all students. This pledge can be found in every classroom and in the halls of Lincoln Elementary School. A community of caring is created through explicit instruction in social and emotional learning. Lincoln employs a full-time social worker who works closely with teachers to deliver character education for SEL. Students receive developmentally appropriate instruction including how to deal with oneself, others, and relationships, and how to work in an effective manner. Physical wellness is an equally important aspect of a child's day at Lincoln School. Every Lincoln student attends daily physical education classes that foster personal and community wellness. Daily PE classes empower students to attain

lifelong attitudes and behaviors for good health through physical activity and facilitate learning processes which encourage critical thinking.

Lincoln Elementary School is a place where coming to school means more than receiving a top-quality education. It's a place where children learn to love learning. It's a place where students are nurtured, enriched, and challenged to be their best self. It's a school where each child is known by name. That's what it means to be a part of the Lincoln family.



## PART IV – CURRICULUM AND INSTRUCTION

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### 1. Core Curriculum:

Lincoln Elementary School's core curriculum allows all students to engage in subject matter that fosters creativity and academic growth, and ultimately prepares them for real-world application of their learning. Our comprehensive curriculum is designed to maximize student achievement and engagement through explicit, targeted learning outcomes.

Lincoln's curriculum is aligned with the Illinois State Standards and the Common Core State Standards. We are also integrating the Next Generation Science Standards.

Our curriculum and instructional methods apply appropriate rigor for all students. Student assignments promote critical and creative thinking, reflection, and complex problem-solving across the disciplines. Students make connections between the curriculum and their own diverse experiences and interests. Students are supported while being challenged to work slightly beyond the point of independence.

Within our regular education classroom, we employ effective differentiation strategies for the full range of students: from those who need remediation to the most advanced learners. These strategies may include small-group instruction, assignment modification, student choice, pace adjustment, and independent learning projects.

#### English Language Arts

##### Reading

Lincoln's reading program focuses on comprehension, fluency, phonics and phonemic awareness, and vocabulary acquisition and development. Using a workshop approach and literacy centers, students learn to comprehend a wide range of texts, genres, and other media across many disciplines. Beginning in kindergarten, students also cultivate skills in analyzing and synthesizing ideas across text, other media, and content areas.

##### Writing

Through our writing program, students communicate through coherent and compelling narrative, informational or explanatory, and argument or opinion writing pieces. Narrative writing is nurtured through journals and sophisticated formal pieces; informational or explanatory writing is based upon various forms of research which includes gathering evidence and analyzing information; and opinion or argument writing focuses on argument development and support.

##### Research

Students conduct research at every grade level to answer questions and solve problems. This work includes exploring resources such as texts, video, audio, and various media platforms; as well as utilizing a variety of media to demonstrate and share findings to authentic audiences. The students ultimately acquire skills to enable critical appraisal of resources, along with the development of reasoned oral and written responses.

##### Speaking and Listening

Students augment speaking and listening skills across all content areas through asking and answering questions, sharing ideas and findings, and carefully listening to the thoughts of others. Students strengthen their abilities through formal and informal presentations, discussions, and collaborative work with a local and global audience of peers and adults.

##### Mathematics

Mathematics has a dynamic and pivotal role at our school. Teachers demonstrate the connection between mathematical skills and problem-solving capacity in other disciplines. We work to develop and foster each

student's mastery of this critical subject.

Lincoln students study the foundations, concepts, and applications of mathematics through a variety of student-centered activities and instructional methods. Teachers cultivate mathematical proficiency, reasoning, and competence through the design of real-world application and hands-on activities that encourage the dynamic nature of problem-solving. Teachers use a variety of approaches to build conceptual knowledge through the encouragement of ingenuity and confidence.

#### Science

Our inquiry-based science curriculum engages students in hands-on activities that promote curiosity, collaboration, and the development of scientific thinking and analysis. Lincoln Elementary School students study a balance of life, physical, and earth sciences and STEM principles. Our young scientists are learning about habitats and ecosystems; forces, motion, and simple machines; weather and environment, matter; sound and movement; and our solar system. Teachers use a combination of hands-on activities, citizen science, and projects to encourage curiosity, collaboration, and the development of scientific thinking and analysis.

#### Social Studies

Lincoln Elementary School has an engaging and integrated social studies curriculum focused on social relationships and the functioning of society. Students learn about history, government, economics, civics, sociology, geography, and anthropology. While addressing social student content, teachers facilitate active learning. You may enter Lincoln Elementary School and see a teacher dressed as Abraham Lincoln or a classroom of children portraying the life of an historical figure like Harriet Tubman. Students learn to become active and engaged citizens in the 21st century through the use of technology to connect with classrooms around the world, and explore our past through the Living History Fair.

## **2. Other Curriculum Areas:**

Lincoln School requires students to participate in four important yet diverse disciplines intended to enhance development and foster creativity within each child. These four disciplines are Physical Education, Music, Visual Arts and Technology. By offering these subjects, we strive to work towards the well-rounded development of each and every student.

At Lincoln School we are fortunate to be able to offer a comprehensive Physical Education (PE) program. We provide PE to all of our students on a daily basis and routinely focus on healthy living and healthy behaviors through a variety of indoor and outdoor activities. Our curriculum includes brain-based PE through which we create interdisciplinary activities for all grades and subjects. During PE classes we make it a point to use Social Emotional Learning (SEL) to foster self-evaluation and behaviors such as respectfulness, listening, communicating and helping peers.

Our PE program actively supports community programs. We invite sports teams and athletes to visit the school and meet with the students. These groups and individuals promote sportsmanship, fair play, hard work and cooperation. We also annually participate in the American Heart Association's Jump Rope for Heart program. Participation in this program helps raise awareness of heart disease and teaches the benefits of developing a good fitness routine early in life.

At Lincoln School the foremost goal of our music education program is to help our students develop a lifelong appreciation of this discipline. We focus on building a strong foundation and applying what is learned through the students' own creativity.

Our children start out participating in singing instruction. Songs chosen are appropriate to their age, vocal range, and ability and represent a variety of cultures and styles. As the students progress, they explore beat, rhythm, melody and harmony. Soon thereafter, movement is united with sound. Through movement, the children are able to show melodic contour and beat awareness. They begin creating movements of their own in relation to sound. Later, instruments are introduced. We provide a wide range of rhythm instruments, including a full set of drums, as well as instruments that are used to accompany singing and improve ear

training. Eventually, the children learn to read notation and transfer it to the instruments. Throughout, music lessons are tied to lessons in the core curriculum as often as possible.

Several times a year the children share what they have learned, they invite their parents and peers to concerts perpetuating the enjoyment and appreciation their music fosters.

Our school believes art education is a vital part of a child's development, and encourages self-expression and exploration. Students in grades 1-4 receive visual art instruction for one 50-minute period each week. The objectives are to learn and apply the basic elements and principles of design to create works of art; introduce a variety of tools, media, and techniques to communicate ideas and feelings and encourage imagination; and learn about history and the various cultures of our world through the visual arts.

We integrate our art program with other subjects. Students can view world history through artifacts past civilizations have left us. Integrating science and art allows students to experience careful observation of nature, manipulating materials and using various techniques to achieve an end.

Creating their own art gives students something of themselves to share with others. Our students' art has been displayed in school hallways and auditoriums, the local public library and even the Curriculum Fair of the Art Institute of Chicago.

Students in all grade levels begin learning and using technology skills and tools early in their elementary school education. Students at Lincoln utilize laptops, iPads, and SMARTboard technology at all grade levels.

Our STEM program engages all students' natural curiosity and abilities to learn through a problem solving, project-oriented approach. STEM integrates skills taught in science, technology and mathematics. Its use of project-based learning provides experiences for students that enhance understanding and application of related skills and higher-order thinking in all curriculum areas.

By requiring these four rigorous and inter-connected subjects, we believe our students at Lincoln School are more fully prepared for their future responsibilities and have the ability to creatively face the challenges that may lie ahead.

### **3. Instructional Methods and Interventions:**

Lincoln teachers utilize a wide array of instructional strategies to reach the diverse needs of its student population. In all grade levels, teachers deliver carefully crafted lessons and a rigorous curriculum in a variety of ways to bring students to their highest potential. A staff of highly qualified specialists also assist the teachers in delivering instruction designed to meet the needs of all learners.

Lincoln teachers engage students by providing creative lessons that address multiple intelligences. Our methods and tools, such as cooperative learning, song, discussion, anchor charts, learning centers, guided reading, small group instruction, interactive SMART boards, graphic organizers, kinesthetic activities/games, student iPads, and laptops honor varied interests and learning styles. In addition, many Lincoln teachers are SLANT certified, which is a multi-sensory approach to teaching reading. Math instruction is provided through a framework that respects students' conceptual understanding and invites students to explain and critique their own reasoning and explore various solutions to math problems.

Students at all grade levels who need assistance developing their skills --whether for remediation or extension--receive interventions from the classroom teachers. Teachers also share flexibly grouped students so that they can better target specific skill needs. Our Response to Intervention system helps us determine when students need more than what is provided by the core curriculum. In those instances, students receive further interventions outside the classroom from specialists. The resource program provides additional instruction in small groups to a range of students, from those with IEPs to those who need accelerated math. Resource teachers and specialists also support students through the use of modified pacing, audio books, Quick Reads, and research-based programs such as Lexia, Reading Eggs, Reading Eggspress, Read Naturally, Reading Plus, IXL, and Tenmarks, all of which occur before, during, and after school. Students with particular needs in English Language Learning also receive ESL support during and after school. Lincoln educators also use creative and authentic methods of assessment for all students to determine mastery of content, as well as various formal and informal testing several times a year to determine student

progress.

Lincoln takes pride in focusing on the whole child and recognizing that each individual has special and valuable qualities. Through a rigorous, differentiated curriculum and an abundance of support systems, Lincoln teachers allow students to soar with their strengths to meet their full potential.

## **PART V – INDICATORS OF ACADEMIC SUCCESS**

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### **1. Assessment Results Narrative Summary:**

Lincoln's Illinois Standards Achievement Test results reveal continuous high performance across 3rd and 4th grade in math and reading. While some years there have been variability in those who exceeded versus those who were proficient, every year yielded high performance. Our students have generally exceeded more often in math than reading.

The data suggests that our students with Individual Education Plans have lower achievement than their peers. Lincoln is working diligently toward addressing this gap in multiple ways. Firstly, each grade level comes together in Group Problem Solving meetings three times per year to review benchmark and classroom data, resulting in placement of students in tiered levels of support to address their academic needs. Teachers differentiate instruction in the classroom through learning centers, guided reading, small group instruction, and individual conferences. Students who need Tier 2 supports receive research-based interventions before, during, and after school. For those needing more, we offer intensive, targeted academic instruction during the school day. Secondly, Data Review meetings occur to monitor student progress and the interventions' appropriateness. Students are assessed using short probes in the area of concern, and goals are set. Teachers, specialists, and administration are constantly collaborating around every student in our building.

Lincoln has a speech pathologist, school psychologist, resource teacher, instructional teacher, response to intervention/special education facilitator, and occupational and physical therapists who continuously collaborate to meet the needs of all our students. The school also has our own full time reading, math, and instructional specialists who service students based on their needs and strengths.

Our White population of students have maintained high performing scores throughout the last 5 years. Our early interventions, high quality teachers and instructional methods, paired with excellent parent and community communication has continued to improve our student achievement. This population of students have met or exceeded expectations between 97% of the time since 2009.

### **2. Assessment for Instruction and Learning and Sharing Assessment Results:**

Lincoln School uses several data points from a variety of formal and informal assessments to ensure that instruction meets the needs of each child at his or her level.

Formal assessments include AIMSweb, Measures of Academic Progress (MAP), and the state standardized test (ISAT in 2013-2014). AIMSweb is a suite of benchmark assessments administered three times per year to assess the progress of student achievement. The assessments used range from early literacy and numeracy measures to reading and math fluency, comprehension, and math concepts and application. MAP is a computerized adaptive interim assessment that test skills in reading, language usage, and mathematics.

We also gather data informally. Teachers examine results individually and during team meetings. Classroom-based assessments, conferences, observations, and student work are among the sources of informal data teachers and specialists use when planning instruction.

Results from formal and informal assessments are used to identify student strengths and needs. Whole group instruction, differentiation, work in flexible groups, and interventions (both in and out of the classroom setting) are all driven by what we learn about our students.

In addition, assessment data is carefully organized and analyzed three times per year to determine tiered levels of support. Staff then meets in a Group Problem Solving (GPS) format which includes teachers, specialists, special education teachers, and administration. Together, we review student data and recommend the appropriate reading and/or math interventions for students. We track their performance by progress monitoring in between benchmarks, and make placement decisions based on their data and progress toward

their goals. This allows students to move fluidly through Tiers 1, 2, and 3.

Teachers, specialists, and administrators share assessment information with parents at parent/teacher conferences, individual problem solving meetings, check-in meetings, and through individual discussions. Through this communication, parents learn about students' strengths and needs, learning targets, and appropriate supports at school and at home.

## **Part VI School Support**

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### **1. School Climate/Culture**

The school community at Lincoln school cultivates respectful, trusting, and supportive relationships among students, teachers and parents. Children feel safe coming to school. They know they are in school to learn and grow. From the moment our students enter the building, they are welcomed by the principal and teachers as they greet them coming through the doors, and helping each student start the day with a smile and a positive attitude.

Social-emotional learning has been brought into the classroom with the implementation of Second Step. Managing emotions, controlling reactions and being aware of others feelings are key to being successful socially, emotionally, and academically. Our social worker has special groups that support students who are dealing with loss or for those who need support in making new friendships. Our Heartworks Club enables students to participate in charitable projects and develop empathy for those who are less fortunate than themselves.

We have several activities that celebrate different cultures of our students. Our Winter Concert includes songs that honor many different cultures. Leprechaun Valley is a decorated space that all kindergartners love to visit in March. We have a Living History Fair that gives students the platform to present special stories and objects that are part of their family's history to parents and other students.

Our Buddy Bench will be installed, providing a place to sit when children want to indicate they need someone to play with them.

Support for teachers is very strong. New teachers are part of a mentoring program throughout their first year and their teams are very inclusive, and share their knowledge. Our Building Leadership Team that represents each grade level meets with the principal every month to discuss ideas for school activities or concerns. Our social committee helps teachers by celebrating special life events such as weddings, and has well attended social gatherings monthly.

We have valued our "Lincoln Family" culture because it benefits students, teachers, and parents to lead a uniquely collaborative and inspired approach to learning.

### **2. Engaging Families and Community**

The staff and families of Lincoln Elementary School collaborate continually to enhance and support the education of our young students. Our students' learning experience is strengthened when families become engaged in the learning process. From the very first week of school, families are welcomed into our community of learning through participation in a "New Parent Welcome." A Fall Open House leads to continued parental involvement, which extends throughout the year as parents are invited to activities such as an Author's Tea, a Living History Fair, instrumental performances, vocal concerts, Math Night, Science Night, Reading Night during our annual book fair, and a Field Day picnic. In addition, our Parent Teacher Organization hosts enriching events including a movie night, pancake breakfast, an ice cream social, and 5k run, bringing families and the school together.

Family and community outreach clearly improves our school and student achievement. "Connect4Kids" is a parent group that advances the principles and values of Social-Emotional Learning which directly leads to student success. Our Green4Good group teaches children to apply and extend their science knowledge of conservation, composting, and ecology. Our Strategic Planning Committee includes several parents and community members. Additionally, parents share their skills and passions to facilitate meaningful and authentic learning experiences connected to our curriculum. Authors, doctors, musicians, artists, scientists, and other professionals frequently work with our children.

We recognize that Lincoln Elementary School is part of a larger community. Students further connect with

the local community by visiting local places of business, the fire station, the police station, and the public library as they explore academic content. Our eager learners connect with nearby communities by visiting an arboretum, historical museums, science museums, and a theater as curriculum is supplemented. To promote the awareness of others in our community, we foster connections with local community organizations. We have two food drives a year to support a local food pantry. We also have a group called “HeartWorks” that works on demonstrating kindness and compassion in our school and community. A “Mitten Tree” decorated with hats and mittens adorns our front vestibule throughout the winter as children collect items to donate to local community members in need.

Staff, families, and community members work together to celebrate our connection. At Lincoln Elementary School, everyone strives to foster a community of excellence. It is this combination of families and staff working together that helps our school deliver excellence in education.

### **3. Professional Development**

Lincoln takes a comprehensive and differentiated approach to professional development. Teachers engage in professional development on a district-wide, small group, and individual basis and in a variety of formats. The intent is for teachers to have ownership of their professional growth. Our major areas of focus this year are the Common Core State Standards (especially math and writing), educational technology, and our new teacher appraisal system. Small groups and individuals are also pursuing other topics such as social emotional learning, parental engagement, and math interventions, based on their own needs.

Across the district, professional development has focused on Common Core implementation over the last several years. As a result, teachers are moving from implementation to refinement. All teachers work with other Lincoln teachers at their grade level at least once per week and also with their grade level colleagues from our other elementary school twice per month. In those meetings, teachers share new ideas they’ve learned from trainings or readings and they analyze teaching and learning--usually in mathematics, reading, and writing--looking for strengths and needs. They also prepare for upcoming lessons in these groups, proactively finding solutions for potential challenges and determining how to apply new techniques. In doing so, all teachers learn organically from one another about better ways to provide standards-based instruction that is customized for our specific students.

Lincoln also has an Instructional Specialist and Technology Specialist who support all the efforts described above, as well as aiding individual teachers with their own goals. These staff members provided one-on-one coaching, modeling, co-teaching, and resources across all content areas. For example, a teacher may want to enhance the way students discuss math in her classroom. Both specialists might help the teacher with planning, the Technology Specialist would show the teacher how to use iPads and the SMARTboard to show student work to the class, and the Instructional Specialist might model and coach the teacher.

At a more formal level, Lincoln teachers have had professional development topics such as cognitively guided instruction in math provided by the University of Illinois at Chicago, the Danielson Framework from the Consortium for Educational Change, and a host of educational technology sessions provided by the Technology Specialists, teachers, and administrators. In addition, teachers have attended over 32 conferences and workshops this year on topics such as informational writing, using social media, math interventions, and more. In each instance, teachers bring back ideas to their colleagues and classrooms, always pushing to improve their practice.

### **4. School Leadership**

If one were to ask a student, parent, or teacher to describe the environment at Lincoln School, one would hear adjectives such as “warm,” “nurturing,” and “comfortable” despite the pressure brought by a history of great success and extremely high expectations. Ask those same stakeholders how such a contradiction could be true, and the answer would be that it is due to the school’s leadership, beginning with the principal, who has instilled a philosophy of helping everyone grow by fostering ownership. In order to enact this ideology, Lincoln has specific structures and clear efforts to empower the staff.



This philosophy is supported by a system of distributed leadership at Lincoln School. This begins with the Building Teacher Leadership Committee, a representative group comprised of one lead teacher from each grade level, a lead specials teacher, the Technology and Instructional Specialists, and the Social Worker. This committee meets monthly to discuss student progress and the direction of the school. The lead teachers facilitate their own weekly Collaborative Team meetings, during which teachers examine standards-based teaching and learning, share ideas, and plan for coming instruction. In addition, our Special Education Facilitator and Psychologist run Group and Individual Problem Solving meetings to evaluate student achievement and determine interventions. The principal also holds regular meetings with specific individuals such as the Instructional Specialist and Building Engineer to strategize and improve implementation. There are also monthly meetings of the entire faculty, when vital information is shared and feedback is gathered, and which provide opportunities for teachers to provide professional development based on the school's needs.

Teacher-led professional development is a direct outgrowth of the leadership's desire to see everyone grow and is an example of the way staff feels empowered. The principal acts as an exemplar by showing a significant amount of trust in teachers, specialists, and staff, which bolsters their confidence and enhances their performance. Teachers are currently heading up an effort to dramatically improve math instruction, for example, and have set up peer observations and book studies of their own accord. A team of teachers and the Instructional Specialist are implementing a Kindergarten Intervention Program to bolster our youngest students before their challenges become too significant. The Technology Specialist, Librarian, and others are leading multiple efforts to increase the use of educational technology. These are but a small sample of the way staff members have been encouraged to take the lead on important functions in our building.

## PART VIII - ASSESSMENT RESULTS

### STATE CRITERION--REFERENCED TESTS

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Illinois Standards Achievement Test (ISAT)</u>
<b>All Students Tested/Grade:</b> <u>3</u>	<b>Edition/Publication Year:</b> <u>2014</u>
<b>Publisher:</b> <u>Pearson</u>	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES*</b>					
Meets Standard and above	96	99	99	100	100
Exceeds Standard	46	85	83	84	84
Number of students tested	71	88	77	77	77
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>2. Students receiving Special Education</b>					
Meets Standard and above	91	94	95	100	100
Exceeds Standard	27	67	63	50	80
Number of students tested	11	18	19	14	15
<b>3. English Language Learner Students</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>5. African- American Students</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>6. Asian Students</b>					
Meets Standard and above					
Exceeds Standard					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>9. White Students</b>					
Meets Standard and above	98	99	98	100	100
Exceeds Standard	50	87	86	89	84
Number of students tested	51	66	58	62	57
<b>10. Two or More Races identified Students</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					

**NOTES:** For the 2013 administration of the Illinois Standards Achievement Test (ISAT), changes were made to the test in order to make it more reflective of the Common Core State Standards. As a result, the cut scores were changed. Due to the change in cut scores, student results across the state were lower than in previous years, and Lincoln was no exception. Lincoln maintained high student results compared to other schools in the state, and was still among the top elementary schools in Illinois.

# STATE CRITERION--REFERENCED TESTS

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Illinois Standards Achievement Test (ISAT)</u>
<b>All Students Tested/Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>Pearson</u>	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES*</b>					
Meets Standard and above	94	100	99	100	97
Exceeds Standard	52	55	70	69	75
Number of students tested	85	87	80	81	72
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>2. Students receiving Special Education</b>					
Meets Standard and above	56	100	100	100	88
Exceeds Standard	25	35	31	50	38
Number of students tested	16	17	13	18	16
<b>3. English Language Learner Students</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>5. African- American Students</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>6. Asian Students</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Meets Standard and above					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Exceeds Standard					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>9. White Students</b>					
Meets Standard and above	97	100	100	100	98
Exceeds Standard	55	61	73	69	76
Number of students tested	66	59	64	58	63
<b>10. Two or More Races identified Students</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					

**NOTES:** For the 2013 administration of the Illinois Standards Achievement Test (ISAT), changes were made to the test in order to make it more reflective of the Common Core State Standards. As a result, the cut scores were changed. Due to the change in cut scores, student results across the state were lower than in previous years, and Lincoln was no exception. Lincoln maintained high student results compared to other schools in the state, and was still among the top elementary schools in Illinois.

# STATE CRITERION--REFERENCED TESTS

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Illinois Standards Achievement Test (ISAT)</u>
<b>All Students Tested/Grade:</b> <u>3</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>Pearson</u>	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES*</b>					
Meets Standard and above	89	98	96	91	92
Exceeds Standard	56	81	74	71	64
Number of students tested	70	88	77	77	77
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>2. Students receiving Special Education</b>					
Meets Standard and above	73	89	89	57	73
Exceeds Standard	45	78	47	21	27
Number of students tested	11	18	19	14	15
<b>3. English Language Learner Students</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>5. African- American Students</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>6. Asian Students</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Meets Standard and above					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Exceeds Standard					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>9. White Students</b>					
Meets Standard and above	92	99	92	95	93
Exceeds Standard	62	85	68	79	68
Number of students tested	52	67	59	62	56
<b>10. Two or More Races identified Students</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					

**NOTES:** For the 2013 administration of the Illinois Standards Achievement Test (ISAT), changes were made to the test in order to make it more reflective of the Common Core State Standards. As a result, the cut scores were changed. Due to the change in cut scores, student results across the state were lower than in previous years, and Lincoln was no exception. Lincoln maintained high student results compared to other schools in the state, and was still among the top elementary schools in Illinois.

# STATE CRITERION--REFERENCED TESTS

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Illinois Standards Achievement Test (ISAT)</u>
<b>All Students Tested/Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>Pearson</u>	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES*</b>					
Meets Standard and above	91	94	95	96	94
Exceeds Standard	54	68	68	64	72
Number of students tested	85	77	79	80	72
Percent of total students tested	100	99	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	1	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>2. Students receiving Special Education</b>					
Meets Standard and above	81	94	85	89	88
Exceeds Standard	56	47	38	33	25
Number of students tested	16	17	13	18	16
<b>3. English Language Learner Students</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>5. African- American Students</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>6. Asian Students</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Meets Standard and above					



School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Exceeds Standard					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>9. White Students</b>					
Meets Standard and above	91	95	97	98	97
Exceeds Standard	61	66	71	67	75
Number of students tested	66	59	63	58	63
<b>10. Two or More Races identified Students</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					

**NOTES:** For the 2013 administration of the Illinois Standards Achievement Test (ISAT), changes were made to the test in order to make it more reflective of the Common Core State Standards. As a result, the cut scores were changed. Due to the change in cut scores, student results across the state were lower than in previous years, and Lincoln was no exception. Lincoln maintained high student results compared to other schools in the state, and was still among the top elementary schools in Illinois.